



# Race to the Top

## Technical Review Form - Tier 1



Application # \_\_\_\_\_

### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	
(i) Articulating comprehensive, coherent reform agenda	5	
(ii) Securing LEA commitment	45	
(iii) Translating LEA participation into statewide impact	15	
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	
(i) Ensuring the capacity to implement	20	
(ii) Using broad stakeholder support	10	
<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	
(i) Making progress in each reform area	5	
(ii) Improving student outcomes	25	
<b>Total</b>	<b>125</b>	<b>0</b>

### B. Standards and Assessments

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	
(i) Participating in consortium developing high-quality standards	20	
(ii) Adopting standards	20	
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	
(i) Participating in consortium developing high-quality assessments	5	

(ii) Including a significant number of States	5	
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	
<b>Total</b>	<b>70</b>	<b>0</b>

### C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	
(i) Increasing the use of instructional improvement systems	6	
(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	
(iii) Making the data from instructional improvement systems available to researchers	6	
<b>Total</b>	<b>47</b>	<b>0</b>

### D. Great Teachers and Leaders

	Available	Tier 1
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	
(i) Allowing alternative routes to certification	7	
(ii) Using alternative routes to certification	7	
(iii) Preparing teachers and principals to fill areas of shortage	7	
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	
(i) Measuring student growth	5	
(ii) Developing evaluation systems	15	
(iii) Conducting annual evaluations	10	
(iv) Using evaluations to inform key decisions	28	
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	
<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	
(i) Linking student data to credentialing programs and reporting publicly	7	
(ii) Expanding effective programs	7	
<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	
(i) Providing effective support	10	
(ii) Continuously improving the effectiveness of the support	10	
<b>Total</b>	<b>138</b>	<b>0</b>

## E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	
(i) Identifying the persistently lowest-achieving schools	5	
(ii) Turning around the persistently lowest-achieving schools	35	
<b>Total</b>	<b>50</b>	<b>0</b>

## F. General

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	
(i) Allocating a consistent percentage of State revenue to education	5	
(ii) Equitably funding high-poverty schools	5	
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	
(i) Enabling high-performing charter schools “(caps)”	8	
(ii) Authorizing and holding charters accountable for outcomes	8	

(iii) Equitably funding charter schools	8	
(iv) Providing charter schools with equitable access to facilities	8	
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	
<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	
<b>Total</b>	<b>55</b>	<b>0</b>

### Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	
<b>Total</b>	<b>15</b>	<b>0</b>

### Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		
<b>Total</b>		<b>0</b>
<b>Grand Total</b>	<b>500</b>	<b>0</b>

Application # \_\_\_\_\_ as reviewed by \_\_\_\_\_

**Signatures**

Reviewer Signature	Reviewer Name (Print)	Date
Panel Monitor Signature	Panel Monitor Name (Print)	Date
Competition Manager Signature	Competition Manager Name (Print)	Date